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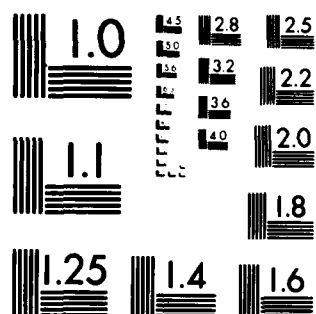
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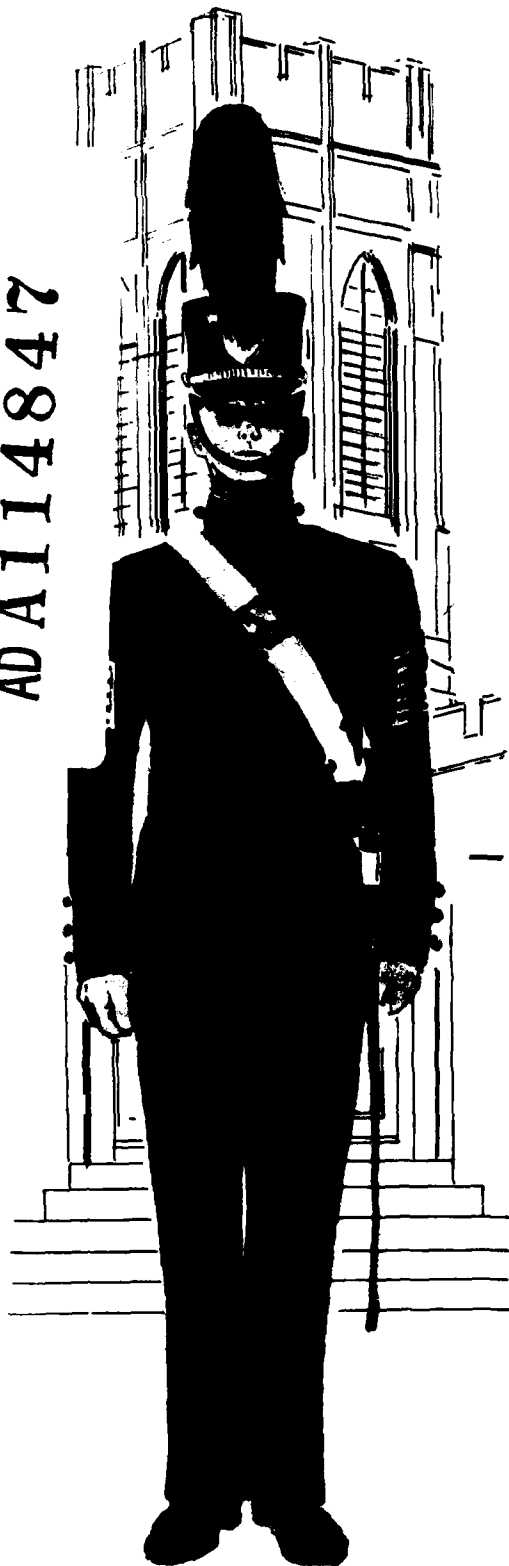

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# **UNITED STATES MILITARY ACADEMY**

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**NEW CADETS  
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OTHER COLLEGE FRESHMEN:  
CLASS OF 1985**

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NEW CADETS AND OTHER COLLEGE FRESHMEN:  
CLASS OF 1985

Report Number USMA-ODIR-82-004  
Project Number 387  
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April 1982

ABSTRACT

This report compares new cadets at USMA in the Class of 1985 with entering freshmen at institutions in the following norm groups: all four-year colleges, highly selective public four-year colleges, and very highly selective four-year private colleges. Data are presented on secondary school and socioeconomic backgrounds, values, interests, and activity patterns, and are based on the American Council on Education's yearly survey.

NOTE: Any conclusions in this report are not to be construed as official U.S. Military Academy or Department of the Army positions unless so designated by other authorized documents.

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# TABLE OF CONTENTS

	Page
EXECUTIVE SUMMARY .....	iii
INTRODUCTION, METHOD and RESULTS .....	1-3
SECTION	
I. BIOGRAPHICAL AND SOCIOECONOMIC CHARACTERISTICS	
1. Age .....	4
2. Racial Background .....	4
3. Current Religious Preference .....	5
4. Concern about Financing College .....	5
5. Residence Preferred During Fall Term .....	5
6. Veteran of the Armed Services .....	6
7. Permission Given to Use these Data .....	6
8. Year Graduated from High School .....	6
9. Distance from Home to College .....	6
10. Parents' Highest Level of Education .....	7
a. Father's Education; and b. Mother's Education .....	7
11. Parents' Occupations .....	8
a. Father's Occupation .....	8
b. Mother's Occupation .....	9
12. Parent's Religious Preference .....	10
a. Father's Religious Preference .....	10
b. Mother's Religious Preference .....	10
13. Parental Income .....	11
14. Physical Handicaps .....	12
15. Siblings .....	12
16. Twin Status .....	13
17. Family Background .....	13
18. Activities During Past Year .....	14
II. SECONDARY SCHOOL PERFORMANCE	
19. Average Grade in Secondary School .....	15
20. Academic Rank in High School .....	15
21. Academic Preparation .....	16
a. Need Remedial Work in .....	16
b. Have had Remedial Work in .....	16
III. EDUCATIONAL AND CAREER ASPIRATIONS	
22. Highest Degree Planned Anywhere .....	17
23. Major Fields of Study .....	18
24. Probable Career Occupation .....	18
25. Choice of College .....	19
26. Number of College Applications .....	19
27. Number of College Acceptances .....	19
28. Reasons for Going to College .....	20
29. Reasons for Selecting this College .....	21
IV. ATTITUDES, OPINIONS AND OBJECTIVES	
30. Current Political Preferences .....	22
31. Freshmen Views .....	22-23
32. College Expectations .....	24-25
33. Long-run Objectives .....	26
APPENDIX A - ACE STUDENT INFORMATION FORM .....	27-30
APPENDIX B - LIST OF COLLEGES INCLUDED IN ACE NORM GROUPS FOR PUBLIC (HIGH SELECTIVITY), AND PRIVATE (VERY HIGH SELECTIVITY), COLLEGES ....	31

## EXECUTIVE SUMMARY

A. **PURPOSE.** This report contains information, for rapid reference, on the U.S. Military Academy Class of 1985 and on four norm groups of freshmen at other colleges.

B. **METHODOLOGY.** The United States Military Academy participates in the Cooperative Institutional Research Program (CIRP) of the American Council on Education (ACE) and the University of California at Los Angeles. On 1 July 1981, the Military Academy Class of 1985 entered West Point; and on the second or third day of Cadet Basic Training, 99% of this class completed the ACE survey on secondary school and socioeconomic backgrounds, values, interests, and activity patterns. The results of all colleges participating in the survey are compiled at UCLA. This report compares new cadets at USMA in the Class of 1985 with entering freshmen in the following norm groups: all four-year colleges, highly selective public four-year colleges, and very highly selective four-year private colleges. The responses to all questions in the survey are given in Tables 1-33 of the report, but a summary impression of the new cadet is given below.

C. **RESULTS:** A Summary Impression of the New Cadet.

1. The typical new cadets in the Class of 1985 are 18 years old, and graduated from high school in June just before coming to West Point; they had fathers who were college graduates and mothers who had some additional schooling after graduating from high school. The most probable occupations of their fathers were businessman (29%), or military careerist (12%). Their mothers were typically full-time homemakers (27%), or in clerical positions (9%). The median parental income last year was over \$30,900.

2. The new cadets had an average grade of "A-" in secondary school, and were in the top fifth in Academic Rank in high school (83%).

3. The typical new cadet applied to and was accepted by two other colleges, and planned to earn at least a master's degree. Reasons very important for selecting the United States Military Academy were the good academic reputation (85%), the special educational programs (46%), and the financial assistance (46%).

4. The 1981 survey found that cadets continue to view energy and the environment as major national issues. More than three of every four new cadets (75%) think the government should do more to discourage energy consumption, that the energy shortage could cause a depression (86%), and sixty-six percent (66%) agree that the federal government is not doing enough to control environmental pollution. The new cadets also feel there are too many rights for criminals (81%); grading in high school is too easy (72%); women should get job equality (93%); wealthy should pay more taxes (68%); and colleges should require a minimum competence for graduation (96%).

5. Cadet political identification showed some movement to the right from the 1980 to the 1981 survey, with the number of liberals remaining approximately the same, while the number with conservative or far right preference increased from 40% to 48%.

6. As long-run objectives, the new cadet hopes to be an authority in a chosen field (81%), raise a family (76%), help others in difficulty (64%), develop a philosophy of life (56%), keep up with political affairs (72%), obtain recognition from colleagues (61%), and be very well-off financially (58%).

## I. INTRODUCTION

The United States Military Academy participates in the Cooperative Institutional Research Program (CIRP) of the American Council on Education (ACE) and the University of California at Los Angeles. Since it began in 1966, the CIRP has provided data which make it possible to compare new cadets at USMA with students entering a wide variety of colleges. It has been the only systematic source of data available to USMA for making such objective comparisons. Each year the Office of the Director of Institutional Research has published a report describing the characteristics of the new cadets in comparison to students at other colleges which participate in the survey (see Houston, 1981,<sup>1</sup> for the most recent report). Over the last fifteen years, there have been changes in the kinds of men students who have entered West Point. In some characteristics, West Point's entering class has changed because society is changing; in other attributes, West Point's entering class has not changed to the same degree as students entering other colleges.<sup>2</sup> The current report continues ODIR's practice of publishing results of the ACE survey, and presents data obtained from members of the Class of 1985.

## II. METHOD

A. On 1 July 1981, 1,338 men and 186 women entered West Point as the Class of 1985. Of this entering group, 1,515 completed the ACE survey during the second or third day of Cadet Basic Training. Of the group that was tested, 222 reported prior college experience. Since the national norms published by the American Council on Education<sup>3</sup> deal exclusively with first-time, full-time freshmen, this report presents the opinions and characteristics of 1,135 male and 158 female cadets without prior college experience.

B. The ACE annual national norms survey collects data on secondary school and socioeconomic backgrounds, values, interests, and activity patterns.<sup>4</sup> The comparison of West Point cadets and norms for various types of undergraduate institutions that is made in this report highlights the similarities and differences between West Point and other groups of schools.

C. Since the Federal Service Academies have a unique role in higher education, there are no exactly parallel reference groups available for comparison purposes. However, four reference groups of freshmen with certain similarities are used in this report: (1) all four-year colleges (male freshmen), (2) all four-year colleges (female freshmen), (3) four-year public colleges with high selectivity (all freshmen), and (4) four-year private nonsectarian colleges with very high selectivity (all freshmen). The four-year colleges are those institutions which primarily grant a bachelor's degree only. Ninety-six thousand participants from both sexes from 250 four-year colleges were used. The four-year public colleges with high selectivity are those institutions with mean SAT-Verbal plus SAT-Math scores of 1,025 or more. Four service academies, as well as four other colleges, are included in this norm group. The four-year private nonsectarian colleges with

<sup>1</sup>Houston, J. W. New Cadets and Other College Freshmen, Class of 1984. West Point: Office of the Director of Institutional Research, March 1981. Report #81-009.

<sup>2</sup>Priest, R. F. "Who are the West Point Cadets?" Paper delivered at the 1976 Regional Meeting of the Inter-University Seminar on Armed Forces and Society, Air Command and Staff College, Maxwell AFB, Alabama, 22-23 October 1976.

<sup>3</sup>The American Freshmen: National Norms for Fall 1981. Cooperative Institutional Research Program of the American Council on Education and the University of California, Los Angeles.

<sup>4</sup>The questionnaire is included as Appendix A.

very high selectivity are those institutions with mean SAT-Verbal plus SAT-Math scores of 1,175 or more. All freshmen of both sexes are included in the last two groups.<sup>5</sup>

D. All of the questions in the original ACE 1981 Student Information Form, which were reported to participating institutions on the Data Summary printout, are included in this report with the following exceptions: (1) residence planned during fall term; (2) highest degree planned here; (3) marital status; (4) concern about financing college; (5) sources of financial support; and (6) living with parents last year.

### III. RESULTS

A. General. The results are presented in Tables 1 through 33. As an aid in interpreting the data, the items in Tables 18, 28, 29, 31, 32 and 33 have been rearranged in descending order of frequency of selection by male cadets. Results of selected items are described below under the headings of "Institutional Effects" and "Differences by Sex." Institutional Effects are the special characteristics of cadets at the Military Academy when compared to students at the institutions of the norm groups.

#### B. Institutional Effects.

1. More cadets (48%) list their current religious preference as Roman Catholic, compared to all four-year college students (38%) or private colleges of very high selectivity (27%) (Table 3a). Due to the requirement for candidates to obtain a nomination, cadets come from a wider geographical distribution than do students at other four-year colleges (Table 9). Seventy-six percent of the fathers of cadets had some education beyond high school, while only 57% of students in all four-year colleges and 71% of students in the public college norm group had fathers with this education. Eighty-nine percent of students in colleges with very high selectivity had fathers with this level (Table 10a). Sixty-six percent of the mothers of cadets had some education beyond high school, while 49% of the mothers of all four-year college students and 83% of the mothers of students in private colleges with very high selectivity had this education (Table 10b).

2. The median parental income of cadets in the Class of 1985 was significantly higher than the parental income of students in all four-year colleges but lower than parental income of the private college students (Table 13a). Fifty-eight percent of the cadets received an average grade of "A-" or above in secondary school. Of the norm groups shown in this report, the percentages receiving "A-" or above were: all four-year college students--22%, students of four-year public colleges of high selectivity--48%, and students at four-year private colleges of very high selectivity--59% (Table 16). Cadets applied to more colleges and were accepted by more colleges than were students in all four-year colleges, but students at the very highly selective four-year private colleges applied to and were accepted by more colleges than cadets (Tables 26 and 27).

3. In noting reasons that were very important in selecting "this college," 86% of the cadets in the Class of 1985 gave as a reason: "College has a good academic reputation." Of the norm groups, 55% of students at all four-year colleges, 73% of students at public colleges of high selectivity, and 87% of students at private colleges of very high selectivity gave this reason (Table 29). Cadets have a more conservative political preference than students in any of the norm groups (Table 30).

#### C. Differences by Sex.

1. Some differences between USMA male and female cadets are of interest. More women cadets had average secondary school grades of A- or above (72%) than did men (55%) (Table 19).

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<sup>5</sup> A list of colleges incorporated in the last two norm groups is given in Appendix B.



2. In regard to reasons very important in deciding to go to college, USMA women listed four significantly more often than male cadets: learn more about things, prepare for graduate school, meet new and interesting people, and gain general education (Table 28).

3. Regarding freshmen views (Table 31) on the statement "Women's activities are best confined to the home," the percent of male cadets agreeing with this (39%) was higher than men in all four-year colleges (35%), while only 19% of female cadets agreed, the same as women at four-year colleges.

4. On college expectations (Table 32), more male cadets than female cadets thought they "would marry within a year after college," while students in the norm groups had the opposite pattern. "Being very well-off financially" was listed as essential or very important by 68% of the men and 57% of the women at all four-year colleges but by only 60% of the men and 50% of the women at the Military Academy.

5. In order to highlight differences in all tables of the report, an "a" indicates over a 10-point difference when USMA males are compared to all four-year college males, or when USMA females are compared to all four-year college females. This report has made no systematic attempt to explain the differences noted.

# SECTION I: BIOGRAPHICAL AND SOCIOECONOMIC CHARACTERISTICS

## 1. Age in Years as of 31 December 1981\*

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
16 or Younger	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%
17	1.7	3.2	1.7	3.0	1.8	5.5
18	74.9	84.8	71.6	79.4	77.8	80.6
19	20.6	11.4	22.5	15.3	18.9	13.1
20	2.0	0.6	2.0	0.9	0.9	0.5
21 or Over	0.9	0.0	2.3	1.3	0.7	0.1
(18 or Less)	(76.6)	(88.0)	(73.3)	(82.5)	(79.6)	(86.3)

## 2. Racial Background

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Caucasian/White	87.4%	86.5%	86.0%	85.5%	93.2%	89.2%
Negro/Black	7.0	8.4	10.9	11.7	3.1	3.8
American Indian	0.7	0.0	1.3	1.3	0.9	0.7
Oriental	2.1	1.9	1.2	1.0	2.0	4.6
Mexican-American/ Chicano	1.8	2.6	0.6	0.5	1.1	0.7
Puerto Rican- American	1.1	1.3	0.6	0.7	0.4	0.7
Other	1.5	2.6	1.9	1.4	1.5	2.6

\*All columns of each table of this report are for first-time freshmen.

3a. Current Religious Preference

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Protestant	38.1%	33.8%	37.1%	38.3%	38.7%	30.9%
Roman Catholic	46.0 <sup>a</sup>	52.0 <sup>a</sup>	34.7	34.9	40.4	27.5
Jewish	1.5	0.0	2.4	2.1	1.6	12.2
Other*	8.3	10.8	17.8	19.1	9.9	9.9
None	6.1	3.4	7.9	5.6	9.4	19.4

\*Other consists of Eastern Orthodox, Muslim, and "Other Religion."

3b. Are You a Reborn Christian?

Yes:	23.4%	23.1%	28.4%	31.7%	22.2%	7.8%
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4. Concern About Financing College

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
No concern	95.6% <sup>a</sup>	94.9% <sup>a</sup>	36.0%	26.0%	53.0%	35.5%
Some concern	3.2 <sup>a</sup>	4.5 <sup>a</sup>	48.8	53.7	36.8	51.0
Major concern	1.2 <sup>a</sup>	0.6 <sup>a</sup>	15.2	20.3	10.2	13.6

5. Residence Preferred During Fall Term

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
With parents or relatives	22.3%	28.9% <sup>a</sup>	16.4%	14.3%	11.5%	4.3%
Other private home or apartment	22.3	18.4	24.6	20.0	19.0	9.1
College dormitory	33.7 <sup>a</sup>	34.2 <sup>a</sup>	46.1	56.1	55.4	78.0
Fraternity or Sorority house	7.0	5.3	5.7	4.0	7.2	2.9
Other campus housing	2.2	5.3	4.6	4.2	4.1	4.6
Other	12.5	7.9	2.6	1.4	2.8	1.1

<sup>a</sup>USMA males over 10 percentage points different from all 4-year college males. In all tables of this report, an "a" indicates over a 10-point difference when USMA males are compared to all 4-year college males or when USMA females are compared to 4-year college females.

6. Veteran of the Armed Services

<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
2.4%	0.7%	1.5%	0.8%	0.8%	0.5%

7. Permission Given to Use this Data

<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
99.5% <sup>a</sup>	100% <sup>a</sup>	83.4%	86.3%	88.1%	78.5%

8. Year Graduated from High School

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
1981	94.6%	95.5%	94.5%	96.6%	96.7%	98.2%
1980	3.6	3.8	2.8	1.6	2.3	1.5
1979	1.2	0.6	0.8	0.4	0.4	0.1
1978 or Earlier	0.6	0.0	1.3	0.8	0.5	0.0
H.S. Equivalency (GED)	0.0	0.0	0.5	0.4	1.1	0.0
Never Completed High School	0.0	0.0	0.1	0.1	0.0	0.2

9. Distance from Home to College

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
10 Miles or Less	1.3% <sup>a</sup>	0.7% <sup>a</sup>	15.3%	14.8%	4.1%	4.2%
11-50 Miles	3.7 <sup>a</sup>	4.7 <sup>a</sup>	20.3	22.5	6.7	9.0
51-100 Miles	7.0 <sup>a</sup>	4.7 <sup>a</sup>	17.6	19.1	16.9	12.3
101-500 Miles	28.2	30.4	33.4	33.1	41.6	45.9
More than 500 Miles	59.7 <sup>a</sup>	59.5 <sup>a</sup>	13.3	10.5	30.8	28.7

10. Parents' Highest Level of Education

a. Father's Education

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
Grammar school or less	2.1%	1.3%	4.5%	5.5%	2.1%	1.6%
Some high school	4.0	3.3	9.6	10.2	6.0	2.4
High school graduate	16.7 <sup>a</sup>	19.0	27.9	27.7	21.1	7.4
Post-secondary other than college	3.8	2.0	4.1	4.5	3.9	2.1
Some college	20.7	10.5	13.9	13.9	16.4	7.6
College degree	23.9	26.1	20.9	19.4	25.5	23.5
Some graduate school	4.7	9.2	2.7	2.7	4.0	6.0
Graduate degree	24.2	28.8 <sup>a</sup>	16.4	16.1	21.0	49.3
(High school grad or less)	(23.8) <sup>a</sup>	(23.6) <sup>a</sup>	(42.0)	(43.4)	(29.2)	(11.4)

b. Mother's Education

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
Grammar school or less	1.3%	0.0%	2.6%	3.2%	1.4%	1.3%
Some high school	4.5	3.2	7.9	8.6	5.6	2.1
High school graduate	31.8	29.7	41.2	38.6	34.3	13.9
Post-secondary other than college	9.2	11.6	6.3	7.4	7.8	6.4
Some college	18.2	19.4	15.0	15.8	19.0	14.4
College degree	20.8	22.6	17.9	17.0	21.5	33.3
Some graduate school	3.3	3.2	2.3	2.4	3.1	7.3
Graduate degree	10.8	10.3	6.8	6.9	8.3	21.4
(High school grad or less)	(37.6) <sup>a</sup>	(32.9) <sup>a</sup>	(51.7)	(50.4)	(41.3)	(17.3)

# 11. Parents' Occupations

## a. Father's Occupation

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Artist (incl performer)	0.3%	0.0%	1.0%	0.8%	1.0%	1.8%
Businessman	29.5	23.2	30.5	28.5	28.0	34.8
Clergy or religious worker	1.3	1.3	1.6	1.4	0.9	1.4
Educator (college teacher)	1.0	1.3	1.1	1.1	1.5	4.4
Doctor or Dentist	2.7	2.0	2.6	2.4	1.9	11.2
Educator (secondary)	6.4	4.6	4.4	3.9	6.2	4.7
Educator (elementary)	0.9	2.0	0.7	0.7	1.1	0.6
Engineer	8.5	14.6	7.9	7.8	12.5	8.7
Farmer or Forester	1.5	0.7	3.5	4.8	2.1	0.6
Health profession (non-MD)	0.9	1.3	1.4	1.2	1.2	1.0
Lawyer	1.6	0.7	1.6	1.7	1.5	7.3
Military Career	11.8	15.2 <sup>a</sup>	2.6	1.9	6.1	1.0
Research Scientist	0.8	2.0	0.6	0.5	0.8	2.1
Skilled worker	7.5	5.3	11.1	9.4	9.3	3.4
Semi-skilled worker	2.4	1.3	5.0	4.4	3.3	1.2
Laborer (unskilled)	1.4	0.7	3.3	3.2	1.7	0.8
Unemployed	1.5	2.6	1.7	2.2	1.0	1.0
Other Occupation	20.1	21.2	19.5	24.2	19.9	13.8

b. Mother's Occupation

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Artist (incl performer)	1.3%	1.3%	1.4%	1.5%	1.5%	4.5%
Businesswoman	9.4	9.3	9.8	9.3	9.8	9.9
Business (clerical)	8.2	11.9	10.4	11.9	12.0	6.5
Clergy or religious worker	0.0	0.0	0.2	0.1	0.1	0.2
Educator (college teacher)	0.3	0.7	0.4	0.3	0.5	1.8
Doctor or Dentist	0.3	0.0	0.2	0.2	0.2	1.2
Educator (secondary)	6.7	6.0	3.8	3.3	4.6	6.4
Educator (elementary)	9.0	7.9	6.7	6.2	7.4	8.5
Engineer	0.4	0.0	0.1	0.1	0.2	0.2
Farmer or Forester	0.0	0.0	0.3	0.2	0.2	0.2
Health profession (non-MD)	1.4	2.6	1.7	1.6	1.8	2.2
Homemaker (full-time)	26.9	22.5	23.2	23.7	24.2	24.6
Lawyer	0.2	0.0	0.2	0.1	0.1	0.8
Nurse	9.2	9.3	7.5	7.4	8.2	5.9
Research Scientist	0.3	0.0	0.1	0.1	0.1	0.4
Social, Welfare, Rec. worker	1.3	0.7	1.3	1.2	1.0	2.7
Skilled worker	1.9	0.0	2.2	1.7	1.8	0.9
Semi-skilled worker	3.3	1.3	3.6	3.0	2.9	1.3
Laborer (unskilled)	1.2	0.0	2.4	2.1	1.4	0.6
Unemployed	6.1	4.6	8.4	7.3	6.0	6.0
Other Occupation	12.7	21.9	16.2	18.4	16.0	15.1

12. Parents' Religious Preference

a. Father's Religious Preference

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Protestant	40.6%	34.9%	39.3%	39.2%	40.1%	35.0%
Roman Catholic	42.4	45.9 <sup>a</sup>	34.1	33.6	38.2	27.7
Jewish	1.4	0.0	2.8	2.5	1.8	14.0
Other	8.8	11.0	17.1	17.9	9.5	8.6
None	6.8	8.2	6.6	6.8	10.4	14.7

b. Mother's Religious Preference

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Protestant	39.8%	38.4%	39.7%	40.1%	41.5%	37.6%
Roman Catholic	45.8 <sup>a</sup>	48.6 <sup>a</sup>	35.7	35.1	41.0	29.4
Jewish	1.4	0.0	2.7	2.4	1.7	13.3
Other	9.1	10.3	18.1	18.9	9.8	9.3
None	3.8	2.7	3.8	3.5	6.0	10.4



13a. Estimated Total Parental Income Last Year

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Less than \$4,000	0.7%	1.4%	2.8%	3.5%	1.1%	1.1%
\$4,000-\$5,999	0.5	0.0	1.9	2.6	0.9	0.6
\$6,000-\$7,999	1.3	0.7	2.5	3.1	1.2	0.8
\$8,000-\$9,999	1.6	2.0	3.1	3.4	1.8	1.1
\$10,000-\$12,499	2.5	3.4	5.3	6.9	3.5	2.4
\$12,500-\$14,999	2.6	4.8	5.5	5.7	3.9	2.5
\$15,000-\$19,999	9.5	6.1	10.1	10.4	9.0	4.9
\$20,000-\$24,999	14.5	15.0	15.2	14.5	15.4	8.5
\$25,000-\$29,999	14.0	14.3	11.9	10.9	13.9	6.8
\$30,000-\$34,999	14.5	13.6	10.9	10.1	13.8	9.1
\$35,000-\$39,999	10.6	13.6	8.2	7.6	10.5	8.0
\$40,000-\$49,999	14.1	12.2	9.5	8.9	12.9	13.5
\$50,000-\$99,999	11.7	10.9	10.0	9.2	10.5	26.9
\$100,000 or more	1.9	2.0	3.0	3.1	1.5	13.6
(Less than \$20,000)	(18.7) <sup>a</sup>	(18.4) <sup>a</sup>	(31.2)	(35.6)	(21.4)	(13.4)
Median =	\$30,965	\$30,845	\$26,500	\$25,000	\$29,700	\$43,100

13b. Persons Currently Dependent on Parents for Support

One	8.5%	3.2%	6.1%	4.0%	5.3%	2.7%
Two	14.4	10.8	11.0	8.9	10.4	8.5
Three	20.8	19.7	20.1	20.7	20.0	17.2
Four	23.8	15.9 <sup>a</sup>	27.1	27.1	26.4	29.8
Five	18.3	22.9	20.9	22.4	21.8	25.7
Six or More	14.2	27.4	14.7	16.9	16.1	16.2

13c. Number of Other Dependents Currently Attending College

None	65.9%	53.3% <sup>a</sup>	65.1%	64.6%	63.2%	56.4%
One	25.9	30.7	25.1	25.6	27.2	30.9
Two	5.9	9.3	7.1	7.0	7.1	8.8
Three or More	2.2	6.7	2.7	2.7	2.5	3.9

13d. Listed as Exemption on Parental Federal Income Tax Return

Yes:	84.9%	89.9%	89.0%	90.9%	88.9%	95.4%
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14a. Considers Self Physically Handicapped

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Yes:	4.2%	6.1%	5.8%	5.5%	3.8%	5.3%

14b. Type of Handicap\*

	(N=48)	(N=9)				
Hearing	6.7%	0.0%	9.2%	8.1%	5.7%	7.3%
Speech	0.0	0.0	3.2	1.6	1.1	1.9
Visual	86.7 <sup>a</sup>	88.9 <sup>a</sup>	51.8	50.6	62.0	60.8
Orthopedic	4.4	11.1	12.8	13.2	12.2	11.6
Learning Disability	0.0	0.0	5.0	4.1	1.3	4.1
Health-related	0.0 <sup>a</sup>	0.0 <sup>a</sup>	10.8	12.4	9.7	10.3
Other	0.0	0.0	7.4	6.3	2.2	4.7

\*Percentages are only of those who consider themselves physically handicapped (from 14a).

15. Siblings

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Number of Older Brothers:						
None	51.4%	38.6%	47.7%	43.6%	48.5%	53.6%
One	28.2	39.3	31.3	33.4	32.0	30.8
Two	12.7	15.0	13.1	14.2	12.7	10.9
Three or more	7.6	7.1	8.0	8.7	6.8	4.7
Number of Older Sisters:						
None	53.0	41.5	47.7	46.5	50.4	56.0
One	28.2	36.6	32.1	32.2	30.9	30.1
Two	12.5	15.5	12.5	13.0	12.4	9.7
Three or more	6.2	6.3	7.8	8.3	6.3	4.3
Number of Younger Brothers:						
None	43.5	39.4	49.6	47.4	47.4	50.0
One	40.4	40.9	35.9	37.6	37.7	37.7
Two	11.6	13.9	11.0	11.4	11.6	9.8
Three or more	4.6	5.8	3.6	3.6	3.3	2.5
Number of Younger Sisters:						
None	47.6	46.0	48.8	50.3	48.1	51.2
One	37.5	34.5	37.7	35.1	38.4	36.9
Two	11.3	12.9	10.3	11.0	10.5	9.6
Three or more	3.6	6.5	3.1	3.5	3.1	2.3

16. Twin Status

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Identical twin	0.4%	1.3%	0.7%	0.6%	0.6%	0.5%
Fraternal twin	1.4	3.2	1.1	1.3	1.3	0.9

17. Family Background

a. Parents Lived  
Together:

All of the time	85.7%	82.9%	84.7%	83.6%	85.6%	84.1%
Most of the time	8.9	10.8	7.3	7.8	8.2	8.3
Occasionally	3.9	2.5	3.7	4.2	4.0	4.6
Never	1.6	3.8	4.3	4.3	2.2	3.0

b. Father Worked  
Full Time:

All of the time	89.8%	87.9%	90.8%	89.6%	91.5%	91.5%
Most of the time	9.1	11.5	6.6	7.4	6.9	6.7
Occasionally	0.8	0.0	1.5	1.7	1.0	1.1
Never	0.4	0.6	1.1	1.3	0.6	0.7

c. Mother Worked  
Full Time:

All of the time	16.2%	13.5%	22.0%	22.6%	16.8%	14.3%
Most of the time	22.6	23.1	19.9	20.7	21.7	18.8
Occasionally	23.9	30.1 <sup>a</sup>	22.0	18.0	22.0	20.0
Never	37.2	33.3	36.1	38.8	39.5	46.9

d. Mother Held Part  
Time Job:

All of the time	3.4%	3.2%	4.7%	5.1%	4.7%	4.5%
Most of the time	9.4	12.2	11.1	11.6	11.8	12.0
Occasionally	43.0	44.9 <sup>a</sup>	38.3	34.8	40.5	39.5
Never	44.1	39.7	45.9	48.5	43.1	44.0

e. Spoke English in  
the Home:

All of the time	90.2%	92.4%	94.1%	95.0%	95.0%	88.5%
Most of the time	8.1	5.1	3.3	3.1	3.8	6.4
Occasionally	1.0	1.9	1.4	1.2	0.7	3.1
Never	0.7	0.6	1.2	0.7	0.5	2.0

18. Activities Engaged in By Students During the Past Year

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
Attended religious service	89.6%	91.8%	86.5%	90.5%	86.9%	78.3%
Drank beer	80.3	67.1	77.0	66.4	76.4	79.3
Attended public recital-concert	75.7	75.9	77.4	83.5	83.0	90.1
Took vitamins	72.0	75.9	62.9	70.2	70.4	68.6
Stayed up all night	70.8	74.7	69.8	71.1	69.8	71.6
Jogged*	64.9 <sup>a</sup>	79.1 <sup>a</sup>	33.5	20.3	41.0	30.0
Wore glasses or contact lenses	44.7	52.6	37.3	50.2	42.0	47.4
Played musical instrument	36.2	55.1	39.5	49.0	47.3	53.8
Participated in demonstrations	17.3	20.9	20.1	22.5	16.5	19.4
Worked in political campaign	15.2	11.0	9.5	9.6	10.0	15.6
Took tranquilizing pill	3.1	0.6	5.0	5.2	3.3	4.7
Took sleeping pills	2.0	1.9	2.9	3.0	2.1	3.0
Smoked cigarettes*	1.6	1.3 <sup>a</sup>	7.2	12.6	4.1	5.5

\*Frequently only; all other items frequently plus occasionally.

# SECTION II: SECONDARY SCHOOL PERFORMANCE

## 19. Average Grade in Secondary School

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
A or A+	27.1% <sup>a</sup>	33.8% <sup>a</sup>	7.9%	11.4%	24.7%	27.8%
A-	27.5 <sup>a</sup>	38.2 <sup>a</sup>	10.6	15.0	23.3	31.1
B+	25.8	15.3	17.3	22.9	25.6	24.4
B	14.3 <sup>a</sup>	11.5 <sup>a</sup>	25.1	27.0	18.6	12.5
B-	4.1 <sup>a</sup>	0.6 <sup>a</sup>	16.5	11.4	5.3	3.1
C+	0.8 <sup>a</sup>	0.6	14.0	8.2	2.0	0.9
C	0.4	0.0	8.2	4.1	0.5	0.1
D	0.0	0.0	0.4	0.1	0.0	0.0
(A-, A or A+)	(55.6) <sup>a</sup>	(72.0) <sup>a</sup>	(18.5)	(26.4)	(48.0)	(58.9)

## 20. Academic Rank in High School

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Top Fifth	82.2% <sup>a</sup>	88.5% <sup>a</sup>	37.4%	47.6%	70.9%	82.3%
Second Fifth	14.1 <sup>a</sup>	9.6 <sup>a</sup>	25.4	23.0	18.7	12.4
Third Fifth	2.9 <sup>a</sup>	1.9 <sup>a</sup>	30.2	25.3	9.5	4.6
Fourth Fifth	0.5	0.0	6.1	3.7	0.7	0.6
Lowest Fifth	0.2	0.0	0.9	0.5	0.1	0.1

21. Academic Preparation

a. Need Remedial Work in:

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
English	12.5%	8.2%	12.9%	9.4%	8.5%	6.7%
Reading	3.0	0.6	5.1	4.0	3.4	2.6
Mathematics	15.9	20.9	19.3	23.8	14.9	13.1
Social Studies	1.7	1.9	2.4	2.9	1.9	1.0
Science	9.5	13.3	7.7	11.5	8.0	6.7
Foreign Language	16.6	12.7	11.1	8.5	8.6	5.8

b. Have had Remedial  
Work in:

English	3.1%	0.6%	6.5%	4.2%	2.9%	2.8%
Reading	2.6	1.9	6.4	4.3	2.8	1.8
Mathematics	5.6	1.9	7.9	7.2	4.1	5.7
Social Studies	2.1	1.3	5.1	3.2	2.4	1.2
Science	2.6	1.3	5.0	3.3	2.6	2.1
Foreign Language	2.2	1.3	4.1	2.9	2.2	2.4

### SECTION III: EDUCATIONAL AND CAREER ASPIRATIONS

#### 22. Highest Degree Planned Anywhere

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
None	0.0%	0.0%	1.9%	1.5%	0.8%	0.3%
Associate (or equivalent)	0.1	0.0	1.7	2.0	0.4	0.1
Bachelor's Degree (BA, BS)	11.8 <sup>a</sup>	10.6 <sup>a</sup>	36.6	39.3	29.1	8.2
Master's Degree (MA, MS)	49.7 <sup>a</sup>	40.4	34.6	36.7	46.2	34.2
Ph.D. or Ed.D.	23.0 <sup>a</sup>	24.1 <sup>a</sup>	10.4	8.8	15.7	21.8
MD, DDS, or DVM	7.8	14.2	6.7	5.6	3.8	17.9
LLB or JD	6.5	9.9	5.2	3.8	3.1	15.9
BD or M.DIV.	0.0	0.7	0.8	0.4	0.2	0.3
Other	1.2	0.0	2.1	1.8	0.8	1.3
(Bachelor's Degree or Less)	(11.9) <sup>a</sup>	(10.6) <sup>a</sup>	(40.2)	(42.8)	(30.3)	(8.6)

23. Major Fields of Study\*

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Aeronautical Engineering	14.8% <sup>a</sup>	9.7%	2.9%	0.3%	11.8%	0.6%
Electrical Engineering	11.6	8.3	5.3	0.5	8.1	2.8
Civil Engineering	8.3	6.2	1.8	0.2	3.1	0.8
Political Science	8.3	15.9 <sup>a</sup>	3.0	2.2	2.9	10.0
Military Science	8.0	3.4	0.3	0.0	1.3	0.0
Mechanical Engineering	6.9	2.8	2.6	0.3	4.8	1.6
Other Engineering	6.0	2.1	2.4	0.7	7.4	1.7
Computer Science	4.1	6.2	5.1	3.3	6.7	1.6
Management	3.7	2.1	5.8	3.1	2.4	1.4

24. Probable Career Occupation\*

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Military Service (career)	42.0% <sup>a</sup>	34.2% <sup>a</sup>	3.8%	0.5%	17.5%	0.3%
Engineer	28.8 <sup>a</sup>	17.1 <sup>a</sup>	14.3	2.3	26.6	9.4
Computer Programmer	4.3	3.9	8.9	5.8	9.4	2.6
Lawyer	4.2	5.3	5.3	3.6	2.4	14.6
Business Executive	4.1	3.9	13.1	9.1	5.1	8.7
Physician	3.9	5.3	4.3	3.3	1.6	13.8
Scientific Researcher	1.7	2.0	2.2	1.2	2.4	5.0
Foreign Service Worker	1.2	2.6	0.4	0.8	0.8	3.3
Business Owner	0.5	0.0	3.8	1.1	0.8	1.3

\*Nine most frequently mentioned by USMA male first-time college students.



25. Choice of College (this college is:)

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
First Choice	80.8%	82.9%	72.3%	74.9%	85.0%	68.1%
Second Choice	14.9	15.8	21.1	19.9	12.5	22.3
Third Choice	3.2	0.6	4.7	3.9	1.7	6.6
Less than Third Choice	1.2	0.6	2.0	1.2	0.8	3.0

26. Number of College Applications

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
This College Only	13.4% <sup>a</sup>	15.4% <sup>a</sup>	29.5%	32.2%	20.7%	15.1%
One Other	14.1	12.8	17.3	20.0	18.7	6.6
Two Others	16.9	21.2	18.7	19.3	21.0	10.5
Three Others	16.7	19.9	16.4	14.2	17.7	14.2
Four Others	15.0	12.2	8.4	7.0	9.8	15.6
Five Others	8.8	6.4	4.6	3.7	5.1	14.9
Six or More	15.2	12.2	5.1	3.5	7.0	23.0
(None or One Other)	(27.5) <sup>a</sup>	(28.2) <sup>a</sup>	(46.8)	(52.2)	(39.4)	(21.7)
Median # of Others	2.33	2.03	1.17	.89	1.50	3.23

27. Number of College Acceptances

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
This College Only	10.1%	10.2%	16.8%	13.7%	7.9%	5.8%
One Other	27.5	29.2	29.2	33.2	28.4	18.5
Two Others	25.0	27.7	25.3	26.4	27.3	22.4
Three Others	15.2	16.1	16.2	15.8	18.9	22.8
Four Others	10.9	7.3	7.1	6.6	9.2	14.6
Five Others	3.7	5.8	2.7	2.6	3.9	8.1
Six or More	7.5	3.6	2.7	1.8	4.4	7.8
(None or One Other)	(37.6)	(39.4)	(46.0)	(46.9)	(36.3)	(24.3)
Median # of Others	1.50	1.38	1.16	1.12	1.50	2.14

28. Reasons Noted as Very Important in Deciding to Go to College

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Gain general education	63.2%	75.0%	63.4%	75.7%	69.8%	85.6%
Learn more about things	59.8	74.8	69.4	78.9	75.7	85.6
Able to get a better job	58.1 <sup>a</sup>	66.5	73.6	74.1	69.5	61.0
Able to make more money	49.8 <sup>a</sup>	51.0	67.3	58.9	54.8	48.5
Prepare for graduate school	45.4	61.5 <sup>a</sup>	43.9	46.6	41.6	67.8
Meet new and interesting people	35.4 <sup>a</sup>	57.8	49.1	66.7	53.7	71.8
Become a more cultured person	33.1	41.3	31.1	41.7	33.1	49.4
Improve reading-study skills	27.6 <sup>a</sup>	34.0 <sup>a</sup>	39.1	44.3	34.5	43.5
Parents wanted me to go	25.1	19.2 <sup>a</sup>	31.7	35.8	25.8	30.5
Wanted to get away from home	5.9	9.6	9.6	10.6	9.4	12.3
Nothing better to do	2.8	1.9	2.4	1.9	1.5	2.9
Could not find a job	1.5	2.6	4.9	5.2	2.8	1.5

29. Reasons Noted as Very Important in Selecting this College

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
College has a good academic reputation	84.3% <sup>a</sup>	91.7% <sup>a</sup>	50.9%	58.4%	73.1%	86.7%
Offered financial assistance	46.0 <sup>a</sup>	42.8 <sup>a</sup>	19.3	19.6	21.4	22.4
Special educational program offered	44.9 <sup>a</sup>	51.6 <sup>a</sup>	23.4	32.0	42.2	26.8
Has low tuition	22.8	18.5	13.3	14.7	19.5	0.9
Advice of someone attended	10.2	17.5	14.8	16.8	12.8	13.8
Relative wanted me to go	9.9	5.8	5.8	7.3	5.4	4.9
College representative recruited me	8.3	11.1	9.2	5.0	4.3	5.0
Advice of guidance counselor	5.8	6.5	6.5	7.5	6.0	9.3
A friend suggested attending	4.1	3.9	7.3	7.9	5.6	4.5
Teacher advised me	3.0	4.5	4.2	4.2	3.4	5.6
Not accepted anywhere else	13.	0.7	2.9	2.0	1.0	2.4
Wanted to live at home	0.2	0.0	7.2	7.6	1.4	0.7

# SECTION IV: ATTITUDES, OPINIONS, AND OBJECTIVES

## 30. Current Political Preference

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Far Left	0.7%	0.7%	2.0%	1.3%	0.7%	2.3%
Liberal	13.3	15.1	18.3	18.6	16.4	33.2
Middle-of-the-Road	36.6 <sup>a</sup>	48.7 <sup>a</sup>	53.1	61.8	53.9	41.3
Conservative	47.1 <sup>a</sup>	35.5 <sup>a</sup>	25.0	17.5	27.8	22.2
Far Right	2.3	0.0	1.5	0.6	1.3	1.0
(Liberal or Far Left)	(14.0)	(15.8)	(20.3)	(19.9)	(17.1)	(35.5)

## 31. Freshmen Views--"Proportions Agreeing Strongly or Somewhat"

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Minimum competence for college graduation	96.2%	94.7%	90.8%	92.4%	95.7%	95.8%
Women should get job equality	91.9	98.7	89.6	96.8	95.3	96.7
Energy shortage could cause a depression	86.1	82.8	80.7	82.6	83.9	81.7
Too many rights for criminals	81.9	76.6 <sup>a</sup>	74.1	63.7	71.6	60.3
Federal Gov't should discourage energy use	74.2	87.5	77.3	83.3	81.4	85.6
Grading in high school too easy	71.6 <sup>a</sup>	75.0 <sup>a</sup>	59.0	56.8	66.9	68.2
Inflation biggest domestic problem	71.1	74.5	75.3	80.3	75.0	63.7
Wealthy should pay more taxes	68.5	67.5	72.0	70.5	71.2	61.7
Gov't not controlling pollution	65.5	75.3	73.9	82.2	73.7	83.7
Students should help evaluate faculty	64.3	73.0	70.4	70.3	73.0	77.2
Women should be subject to the draft	60.8	75.5 <sup>a</sup>	64.8	36.2	62.2	65.7
Prohibit homosexual relations	58.3	40.8	58.3	40.2	43.4	19.1
Gov't not protecting consumer	50.8 <sup>a</sup>	59.7 <sup>a</sup>	65.9	74.5	59.7	63.0
Abortion should be legalized	47.8	50.7	51.3	52.3	55.4	74.6

31. Freshmen Views--"Proportions Agreeing Strongly or Somewhat" (Continued)

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Should discourage large families	46.3%	39.2%	45.7%	36.0%	47.3%	49.9%
Sex OK if people like each other	44.8 <sup>a</sup>	17.8 <sup>a</sup>	59.1	28.7	42.4	54.5
Need money to solve urban problems	39.5	41.1	46.7	45.2	39.2	44.9
Women's activities best in home	39.3	19.6	34.9	19.2	23.0	13.6
Regulate student publications	39.1	33.3	41.6	43.1	34.5	18.7
Need National Health Care Plan	34.4 <sup>a</sup>	43.4 <sup>a</sup>	52.0	57.2	45.5	47.8
College has right to ban speaker	32.3	26.0	28.8	24.3	24.3	11.9
Live together before marriage	31.3 <sup>a</sup>	22.5 <sup>a</sup>	44.2	34.0	37.7	52.7
Busing OK to achieve balance	30.8 <sup>a</sup>	34.9 <sup>a</sup>	41.5	46.5	33.8	43.1
Should liberalize divorce laws	29.0 <sup>a</sup>	28.6	44.5	38.4	35.7	42.7
Not obey laws against own views	26.6	27.2	34.2	29.2	26.6	32.7
Give disadvantaged preferential treatment	25.7 <sup>a</sup>	25.7 <sup>a</sup>	38.5	36.8	28.5	28.5
Adopt open admissions at public colleges	24.5	24.5	32.8	29.2	19.9	18.3
College officials have the right to regulate student behavior off campus	20.8	15.8	17.3	14.1	14.0	9.9
Should legalize marijuana	16.5 <sup>a</sup>	17.8 <sup>a</sup>	33.5	28.7	26.1	39.2
Should abolish death penalty	13.9 <sup>a</sup>	27.0	24.9	36.2	25.6	40.5
College grades be abolished	12.0	11.8	16.6	12.6	9.4	12.9

32. College Expectations--"Proportion of Students Estimating the Chances as Very Good They Will":

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Get a bachelor's degree	91.8% <sup>a</sup>	90.1% <sup>a</sup>	73.0%	76.8%	88.7%	90.1%
Find a job in own field after graduation	86.7 <sup>a</sup>	92.8 <sup>a</sup>	70.1	72.2	80.8	63.0
Live in a coeducational dorm	78.5 <sup>a</sup>	96.5 <sup>a</sup>	28.2	25.4	67.8	68.1
Be satisfied with college	63.3 <sup>a</sup>	62.8	50.9	61.1	64.2	71.8
Make at least a "B" average	37.3	34.3	40.0	41.9	47.8	53.0
Marry within a year after college	29.0 <sup>a</sup>	17.1	16.2	19.8	18.7	8.0
Join social fraternity	17.6	21.8	16.4	22.3	21.5	26.1
Get a job to pay college expenses	16.9 <sup>a</sup>	16.5 <sup>a</sup>	39.9	45.1	35.3	48.7
Need tutoring in some courses	15.8	16.2	9.6	10.9	10.0	8.2
Change major field	14.7	22.6	11.8	14.5	13.9	26.6
Graduate with honors	12.1	13.2	13.3	10.7	13.7	16.1
Seek individual counseling	11.9	13.5	4.6	4.8	6.4	5.6
Change career choice	11.4	25.5 <sup>a</sup>	10.8	14.6	13.4	29.8
Be elected to an honor Society	10.2	19.7 <sup>a</sup>	8.0	8.2	11.5	14.2
Be elected to a student office	5.6	5.6	3.4	3.1	3.6	4.2
Need extra time to get a degree	5.4	6.3	5.6	5.1	7.2	3.5
Seek vocational counseling	5.1	6.4	5.9	7.5	7.8	15.6
Transfer to another college	3.6	2.2	11.4	12.0	9.9	5.1
Drop out permanently	2.9	0.0	1.2	1.0	1.0	0.6

32. College Expectations--"Proportion of Students Estimating the Chances as Very Good They Will": (Continued)

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Work at outside job	2.4% <sup>a</sup>	2.1% <sup>a</sup>	21.0%	23.7%	12.4%	14.5%
Fail one or more courses	1.3	2.1	2.2	1.5	1.3	1.8
Drop out temporarily	1.2	0.0	1.3	1.3	1.0	2.2
Participate in student protests	1.0	3.6	4.3	3.8	2.8	10.4
Get married in college	0.3	1.4	4.5	6.8	2.5	1.5

Within the framework of a 4-year undergraduate education, students were asked to estimate the likelihood of occurrence of the items listed above, and on the previous page, according to the following estimates of occurrence: very good, some, very little, no chance. Proportions shown for these items represent only those individuals estimating chances of occurrences as very good for each item.

33. Long-run Objectives--"Proportion of Students Considering it Essential or Very Important to":

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Be an authority in my field	80.8%	84.5% <sup>a</sup>	75.4%	72.3%	75.6%	72.5%
Raise a family	77.1	64.6	68.1	67.7	66.8	64.2
Keep up with political affairs	71.0 <sup>a</sup>	75.5 <sup>a</sup>	47.9	36.4	52.5	65.2
Help others in difficulty	62.3	74.7	58.4	73.2	63.2	67.2
Obtain recognition from colleagues	61.4	61.2	56.8	53.3	54.6	55.2
Be very well off financially	59.6	50.0	68.3	56.9	57.4	55.2
Have administrative responsibility	56.2 <sup>a</sup>	60.0 <sup>a</sup>	41.9	36.5	42.3	30.8
Develop a philosophy of life	55.7	60.5	50.8	54.1	52.9	66.8
Influence social values	35.6	45.2	31.6	36.1	29.3	33.9
Succeed in my own business	35.2 <sup>a</sup>	29.7 <sup>a</sup>	54.2	42.6	34.0	40.2
Promote racial understanding	33.5	47.3 <sup>a</sup>	32.6	36.3	33.5	47.3
Influence political structure	32.0 <sup>a</sup>	32.4 <sup>a</sup>	20.1	12.4	18.2	25.1
Participate in community action	23.1	35.9	24.0	28.4	23.9	29.4
Help clean up environment	21.4	25.3	26.9	22.9	24.9	31.1
Make a theoretical contribution to science	20.0	17.7	17.7	10.6	20.7	20.5
Write original works	8.6	12.3	12.0	13.7	11.3	22.5
Create artistic work	6.5	11.7	11.3	15.5	10.1	16.8
Achieve in a performing art	6.3	8.1	11.5	14.2	11.0	17.9



274969

## APPENDIX A

PLEASE PRINT: YOUR NAME \_\_\_\_\_  
First Middle or Maiden Last

HOME STREET ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_ Area Code \_\_\_\_\_ Home Phone No. \_\_\_\_\_

When were you born?

Month	Day	Year

(01-12) (01-31)

## DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black ink (No. 2 ballpoint).
- Make heavy black marks that fill the circle.
- Erase completely any marks you wish to change.
- Make no stray markings of any kind.

## EXAMPLE:

Will marks made with this marker or felt-tip marker be properly read? Yes ☐ No ☒

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program is furnished in research reports available from the Laboratory for Research on Higher Education at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely,

*Alexander W. Astin*Alexander W. Astin, Director  
Cooperative Institutional Research Program

## DO NOT MARK IN THIS AREA

1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
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1	2	3	4	5	6	7	8	9	0

## MARK IN THIS AREA ONLY IF REQUESTED

## ZIP CODE

1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
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1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0

1. Your sex: Male ☐ Female ☐2. Are you a veteran? (Mark one) No ☐ Yes ☐

3. How old will you be on December 31 of this year? (Mark one)

16 or younger	<input type="radio"/>	21	<input type="radio"/>
17	<input type="radio"/>	22	<input type="radio"/>
18	<input type="radio"/>	23-25	<input type="radio"/>
19	<input type="radio"/>	26-29	<input type="radio"/>
20	<input type="radio"/>	30 or older	<input type="radio"/>

4. In what year did you graduate from high school? (Mark one)

1981	<input type="radio"/>	Did not graduate but	<input type="radio"/>
1980	<input type="radio"/>	passed G.E.D. test	<input type="radio"/>
1979	<input type="radio"/>	Never completed	<input type="radio"/>
1978 or earlier	<input type="radio"/>	high school	<input type="radio"/>

Note: Please check that your pencil markings are completely darkening the circles. Do not use ink or make ✓'s or X's. Thank You.

5. How much financial aid are you receiving from this college for this academic year? (Write in actual dollar amounts; write "0" if none)

Grants ..... \$ \_\_\_\_\_

Loans ..... \$ \_\_\_\_\_

Work-study ..... \$ \_\_\_\_\_

6a. How many persons are currently dependent on your parents for support (include yourself and your parents, if applicable)?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 or more ☐

6b. How many of these dependents other than yourself are currently attending college?

None ☐ 1 ☐ 2 ☐ 3 or more ☐

7. What was your average grade in high school? (Mark one)

A or A+ ☐ B ☐ C ☐

A- ☐ B- ☐ D ☐

B+ ☐ C+ ☐

8. Where did you rank academically in your high school graduating class? (Mark one)

Top 20% ☐ Fourth 20% ☐

Second 20% ☐ Lowest 20% ☐

Middle 20% ☐

9. Are you enrolled (or enrolling) as a: (Mark one)

Full-time student? ☐

Part-time student? ☐

10. Prior to this term, have you ever taken courses for credit at this institution?

Yes ☐ No ☐

11. Since leaving high school, have you ever taken courses at any other institution? (Mark all that apply in each column)

	For Credit	Not for Credit
No	<input type="radio"/>	<input type="radio"/>
Yes, at a junior or envy. college	<input type="radio"/>	<input type="radio"/>
Yes, at a four-year college or university	<input type="radio"/>	<input type="radio"/>
Yes, at some other postsecondary school (For ex., technical, vocational, business)	<input type="radio"/>	<input type="radio"/>

12. Have you had, or do you feel that you will need, any special tutoring or remedial work in any of the following subjects? (Mark all that apply)

English	<input type="radio"/>	Social studies	<input type="radio"/>
Reading	<input type="radio"/>	Science	<input type="radio"/>
Mathematics	<input type="radio"/>	Foreign language	<input type="radio"/>

13. How many miles is this college from your permanent home? (Mark one)

5 or less ☐ 51-100 ☐

6-10 ☐ 101-500 ☐

11-50 ☐ More than 500 ☐

14. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live? (Mark one in each column)

	Plan To Live	Prefer To Live
With parents or relatives	<input type="radio"/>	<input type="radio"/>
Other private home, apt. or rm.	<input type="radio"/>	<input type="radio"/>
College dormitory	<input type="radio"/>	<input type="radio"/>
Fraternity or sorority house	<input type="radio"/>	<input type="radio"/>
Other campus student housing	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

15. Is this college your: (Mark one)

First choice? ☐ Less than third choice? ☐

Second choice? ☐

Third choice? ☐

16. To how many colleges other than this one did you apply for admission this year?

No other ☐ 1 ☐ 3 ☐ 5 ☐

2 ☐ 4 ☐ 6 or more ☐

Note: If you applied to no other college, skip to item 18 on the next page.

17. How many other acceptances did you receive this year? (Mark one)

None ☐ 1 ☐ 3 ☐ 5 ☐

2 ☐ 4 ☐ 6 or more ☐

18. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)

Parental or family aid, or gifts	None	\$1-999	\$1,000-999	\$1,000-999	\$1,000-999	Over \$2,000
Grants or Scholarships:						
Basic Educational Opportunity Grant						
Supplemental Educational Opportunity Grant						
State scholarship or grant						
College grant (other than above)						
Other private grant						
Loans:						
Fed. guaranteed student loan						
Nat'l direct student loan						
Other college loan						
Other loan						
Work and Savings:						
College Work-Study grant						
Other part-time work while attending						
Full-time work while attending						
Savings from summer work						
Other savings						
Spouse						
Your G.I. benefits						
Your parent's G.I. benefits						
Social secur. dependent's benefits						
Other						

19. Please answer the following questions regarding BEOG (Basic Educational Opportunity Grant) and GSL (Guaranteed Student Loan) financial aid programs. (Mark all that apply in each column)

	BEOG Grants	GSL Loans
I have heard of this program	<input type="checkbox"/>	<input type="checkbox"/>
I applied for aid from this program	<input type="checkbox"/>	<input type="checkbox"/>
I qualified for aid in this program (whether or not I applied)	<input type="checkbox"/>	<input type="checkbox"/>

20. Were you last year, or will you be this year:

Living with your parents (for more than five consecutive weeks)	Yes	No
Listed as a dependent on your parents' Federal Income Tax Return	<input type="checkbox"/>	<input type="checkbox"/>
Receiving assistance worth \$600 or more from your parents	<input type="checkbox"/>	<input type="checkbox"/>

21. Are you: (Mark one)

Not presently married	<input type="checkbox"/>
Married, living with spouse	<input type="checkbox"/>
Married, not living with spouse	<input type="checkbox"/>

22. Are you: (Mark all that apply)

White/Caucasian	<input type="checkbox"/>
Black/Negro/Afro-American	<input type="checkbox"/>
American Indian	<input type="checkbox"/>
Asian-American/Oriental	<input type="checkbox"/>
Mexican-American/Chicano	<input type="checkbox"/>
Puerto Rican-American	<input type="checkbox"/>
Other	<input type="checkbox"/>

23. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark (F). If you engaged in an activity one or more times, but not frequently, mark (O) (occasionally). Mark (N) (not at all) if you have not performed the activity during the past year.

(Mark one for each item)

	Frequently	Occasionally	Not at all
Played a musical instrument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended a religious service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smoked cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Took vitamins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in organized demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Took a tranquilizing pill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wore glasses or contact lenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended a public recital or concert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Took sleeping pills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jogged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stayed up all night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drank beer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked in a local, state, or national political campaign	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Are you a twin? No ☐  
(Mark one) Yes, identical ☐  
Yes, fraternal ☐

25. How many brothers and sisters now living do you have? (Mark one in each row)

	None	1	2	3 or more
Number of older brothers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of older sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of younger brothers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of younger sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Please answer the following as they apply to the time when you were growing up.

	All the time	Most of the time	Occasionally	Never
(Mark one for each item)				
My parents lived together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My father worked full-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother worked full-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother held a part-time job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We spoke English in our home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. What is the highest academic degree that you intend to obtain?

	Highest Planned	Highest Planned or Fully Earned
(Mark one in each column)		
None	<input type="checkbox"/>	<input type="checkbox"/>
Associate (A.A. or equivalent)	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor's degree (B.A., B.S., etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Master's degree (M.A., M.S., etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Ph.D. or Ed.D.	<input type="checkbox"/>	<input type="checkbox"/>
M.D., D.O., D.D.S., or D.V.M.	<input type="checkbox"/>	<input type="checkbox"/>
LL.B. or J.D. (Law)	<input type="checkbox"/>	<input type="checkbox"/>
B.D. or M.Div. (Divinity)	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

28. In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)

	Very Important	Important	Not Important
My parents wanted me to go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I could not find a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wanted to get away from home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To be able to get a better job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To gain a general education and appreciation of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To improve my reading and study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was nothing better to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To make me a more cultured person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To be able to make more money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To learn more about things that interest me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To meet new and interesting people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To prepare myself for graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds)	<input type="checkbox"/>
Some concern (but I will probably have enough funds)	<input type="checkbox"/>
Major concern (not sure I will have enough funds to complete college)	<input type="checkbox"/>

30. How would you characterize your political views? (Mark one)

Far left	<input type="checkbox"/>
Liberal	<input type="checkbox"/>
Middle-of-the-road	<input type="checkbox"/>
Conservative	<input type="checkbox"/>
Far right	<input type="checkbox"/>

31. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

Less than \$4,000	<input type="checkbox"/>	\$20,000-24,999	<input type="checkbox"/>
\$4,000-5,999	<input type="checkbox"/>	\$25,000-29,999	<input type="checkbox"/>
\$6,000-7,999	<input type="checkbox"/>	\$30,000-34,999	<input type="checkbox"/>
\$8,000-9,999	<input type="checkbox"/>	\$35,000-39,999	<input type="checkbox"/>
\$10,000-12,499	<input type="checkbox"/>	\$40,000-49,999	<input type="checkbox"/>
\$12,500-14,999	<input type="checkbox"/>	\$50,000-59,999	<input type="checkbox"/>
\$15,000-19,999	<input type="checkbox"/>	\$100,000 or more	<input type="checkbox"/>

32. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	<input type="checkbox"/>	<input type="checkbox"/>
Some high school	<input type="checkbox"/>	<input type="checkbox"/>
High school graduate	<input type="checkbox"/>	<input type="checkbox"/>
Postsecondary school other than college	<input type="checkbox"/>	<input type="checkbox"/>
Some college	<input type="checkbox"/>	<input type="checkbox"/>
College degree	<input type="checkbox"/>	<input type="checkbox"/>
Some graduate school	<input type="checkbox"/>	<input type="checkbox"/>
Graduate degree	<input type="checkbox"/>	<input type="checkbox"/>

13. Mark only three responses, one in each column.

- ☐ Your mother's occupation.  
☐ Your father's occupation.  
☐ Your probable career occupation.

NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.

Accountant or actuary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actor or entertainer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Architect or urban planner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business (clerical)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business executive (management, administrator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business owner or proprietor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business salesman or buyer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clergymen (minister, priest)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clergy (other religious)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical psychologist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer programmer or analyst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conservationist or forester	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dentist (including orthodontist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dietitian or home economist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Farmer or rancher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign service worker (including diplomat)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homemaker (full-time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interior decorator (including designer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreter (translator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab technician or hygienist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law enforcement officer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lawyer (attorney) or judge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military service (career)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Musician (performer, composer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nurse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optometrist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pharmacist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School principal or superintendent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific researcher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social, welfare or recreation worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statistician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Therapist (physical, occupational, speech)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher or administrator (elementary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher or administrator (secondary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterinarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writer or journalist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skilled trades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undecided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laborer (unskilled)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Semi-skilled worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other occupation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unemployed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

My relatives wanted me to come here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher advised me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This college has a very good academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was offered financial assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was not accepted anywhere else	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone who had been here before advised me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This college offers special educational programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This college has low tuition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My guidance counselor advised me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to live at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A friend suggested attending	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A college representative recruited me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE SURE TO ANSWER QUESTIONS 35-37.

37. Mark one in each row:

The Federal government is not doing enough to protect the consumer from faulty goods and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government is not doing enough to control environmental pollution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government should do more to discourage energy consumption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much concern in the courts for the rights of criminals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Urban problems cannot be solved without huge investments of Federal monies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People should not obey laws which violate their personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inflation is our biggest domestic problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The death penalty should be abolished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A national health care plan is needed to cover everybody's medical costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy shortages could cause a major depression or even wars in my lifetime if action is not taken now to prevent them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abortion should be legalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women should be subject to the draft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading in the high schools has become too easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities of married women are best confined to the home and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A couple should live together for some time before deciding to get married	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents should be discouraged from having large families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Divorce laws should be liberalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women should receive the same salary and opportunities for advancement as men in comparable positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wealthy people should pay a larger share of taxes than they do now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana should be legalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Busing is O.K. if it helps to achieve racial balance in the schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to have laws prohibiting homosexual relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College officials have the right to regulate student behavior off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty promotions should be based in part on student evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College grades should be abolished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student publications should be cleared by college officials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College officials have the right to ban persons with extreme views from speaking on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All college graduates should be able to demonstrate some minimal competency in written English and mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35a. Current religious preference: (Mark one in each column)

Protestant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35b. Do you consider yourself a born-again Christian? Yes ☐ No ☐

36a. Do you have a disability? No ☐ (Go to Question 37) Yes ☐

36b. If yes, what is your disability? (Mark all that apply)

Hearing	<input type="radio"/>	Orthopedic	<input type="radio"/>
Speech	<input type="radio"/>	Learning disability	<input type="radio"/>
Visual	<input type="radio"/>	Health-related	<input type="radio"/>
Other	<input type="radio"/>		<input type="radio"/>

36c. Does your disability require architectural accommodations (wheelchair ramps, elevators, etc.)? Yes ☐ No ☐

- ☐ Disagree Strongly  
☐ Disagree Somewhat  
☐ Agree Somewhat  
☐ Agree Strongly

38. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

#### ARTS AND HUMANITIES

- Art, fine and applied . . . . . ☐  
 English (language and literature) . . . . . ☐  
 History . . . . . ☐  
 Journalism . . . . . ☐  
 Language and Literature (except English) . . . . . ☐  
 Music . . . . . ☐  
 Philosophy . . . . . ☐  
 Speech . . . . . ☐  
 Theater or Drama . . . . . ☐  
 Theology or Religion . . . . . ☐  
 Other Arts and Humanities . . . . . ☐

#### BIOLOGICAL SCIENCE

- Biology (general) . . . . . ☐  
 Biochemistry or Biophysics . . . . . ☐  
 Botany . . . . . ☐  
 Marine (Life) Science . . . . . ☐  
 Microbiology or Bacteriology . . . . . ☐  
 Zoology . . . . . ☐  
 Other Biological Science . . . . . ☐

#### BUSINESS

- Accounting . . . . . ☐  
 Business Admin. (general) . . . . . ☐  
 Finance . . . . . ☐  
 Marketing . . . . . ☐  
 Management . . . . . ☐  
 Secretarial Studies . . . . . ☐  
 Other Business . . . . . ☐

#### EDUCATION

- Business Education . . . . . ☐  
 Elementary Education . . . . . ☐  
 Music or Art Education . . . . . ☐  
 Physical Education or Recreation . . . . . ☐  
 Secondary Education . . . . . ☐  
 Special Education . . . . . ☐  
 Other Education . . . . . ☐

#### ENGINEERING

- Aeronautical or Astronautical Eng. . . . . ☐  
 Civil Engineering . . . . . ☐  
 Chemical Engineering . . . . . ☐  
 Electrical or Electronic Engineering . . . . . ☐  
 Industrial Engineering . . . . . ☐  
 Mechanical Engineering . . . . . ☐  
 Other Engineering . . . . . ☐

#### PHYSICAL SCIENCE

- Astronomy . . . . . ☐  
 Atmospheric Science (incl. Meteorology) . . . . . ☐  
 Chemistry . . . . . ☐  
 Earth Science . . . . . ☐  
 Marine Science (incl. Oceanography) . . . . . ☐  
 Mathematics . . . . . ☐  
 Physics . . . . . ☐  
 Statistics . . . . . ☐  
 Other Physical Science . . . . . ☐

#### PROFESSIONAL

- Architecture or Urban Planning . . . . . ☐  
 Home Economics . . . . . ☐  
 Health Technology (medical, dental, laboratory) . . . . . ☐  
 Library or Archival Science . . . . . ☐  
 Nursing . . . . . ☐  
 Pharmacy . . . . . ☐  
 Pre dental, Pre medicine, Pre veterinary . . . . . ☐  
 Therapy (occupational, physical, speech) . . . . . ☐  
 Other Professional . . . . . ☐

#### SOCIAL SCIENCE

- Anthropology . . . . . ☐  
 Economics . . . . . ☐  
 Geography . . . . . ☐  
 Political Science (gov't., international relations) . . . . . ☐  
 Psychology . . . . . ☐  
 Social Work . . . . . ☐  
 Sociology . . . . . ☐  
 Other Social Science . . . . . ☐

#### TECHNICAL

- Building Trades . . . . . ☐  
 Data Processing or Computer Programming . . . . . ☐  
 Drafting or Design . . . . . ☐  
 Electronics . . . . . ☐  
 Mechanics . . . . . ☐  
 Other Technical . . . . . ☐

#### OTHER FIELDS

- Agriculture . . . . . ☐  
 Communications (radio, T.V., etc.) . . . . . ☐  
 Computer Science . . . . . ☐  
 Forestry . . . . . ☐  
 Law Enforcement . . . . . ☐  
 Military Science . . . . . ☐  
 Other Field . . . . . ☐  
 Undecided . . . . . ☐

39. Indicate the importance to you personally of each of the following: (Mark one for each item)

- ② Not Important  
 ③ Somewhat Important  
 ④ Very Important  
 ⑤ Essential

- Becoming accomplished in one of the performing arts (acting, dancing, etc.) . . . . . ☐ ☐ ☐ ☐ ☐  
 Becoming an authority in my field . . . . . ☐ ☐ ☐ ☐ ☐  
 Obtaining recognition from my colleagues for contributions to my special field . . . . . ☐ ☐ ☐ ☐ ☐  
 Influencing the political structure . . . . . ☐ ☐ ☐ ☐ ☐  
 Influencing social values . . . . . ☐ ☐ ☐ ☐ ☐  
 Raising a family . . . . . ☐ ☐ ☐ ☐ ☐  
 Having administrative responsibility for the work of others . . . . . ☐ ☐ ☐ ☐ ☐  
 Being very well off financially . . . . . ☐ ☐ ☐ ☐ ☐  
 Helping others who are in difficulty . . . . . ☐ ☐ ☐ ☐ ☐  
 Making a theoretical contribution to science . . . . . ☐ ☐ ☐ ☐ ☐  
 Writing original works (poems, novels, short stories, etc.) . . . . . ☐ ☐ ☐ ☐ ☐  
 Creating artistic work (painting, sculpture, decorating, etc.) . . . . . ☐ ☐ ☐ ☐ ☐  
 Being successful in a business of my own . . . . . ☐ ☐ ☐ ☐ ☐  
 Becoming involved in programs to clean up the environment . . . . . ☐ ☐ ☐ ☐ ☐  
 Developing a meaningful philosophy of life . . . . . ☐ ☐ ☐ ☐ ☐  
 Participating in a community action program . . . . . ☐ ☐ ☐ ☐ ☐  
 Helping to promote racial understanding . . . . . ☐ ☐ ☐ ☐ ☐  
 Keeping up to date with political affairs . . . . . ☐ ☐ ☐ ☐ ☐

40. What is your best guess as to the chances that you will: (Mark one for each item)

- ② No Chance  
 ③ Very Little Chance  
 ④ Some Chance  
 ⑤ Very Good Chance

- Change major field? . . . . . ☐ ☐ ☐ ☐ ☐  
 Change career choice? . . . . . ☐ ☐ ☐ ☐ ☐  
 Fail one or more courses? . . . . . ☐ ☐ ☐ ☐ ☐  
 Graduate with honors? . . . . . ☐ ☐ ☐ ☐ ☐  
 Be elected to a student office? . . . . . ☐ ☐ ☐ ☐ ☐  
 Get a job to help pay for college expenses? . . . . . ☐ ☐ ☐ ☐ ☐  
 Join a social fraternity, sorority, or club? . . . . . ☐ ☐ ☐ ☐ ☐  
 Live in a coeducational dorm? . . . . . ☐ ☐ ☐ ☐ ☐  
 Be elected to an academic honor society? . . . . . ☐ ☐ ☐ ☐ ☐  
 Make at least a "B" average? . . . . . ☐ ☐ ☐ ☐ ☐  
 Need extra time to complete your degree requirements? . . . . . ☐ ☐ ☐ ☐ ☐  
 Get tutoring help in specific courses? . . . . . ☐ ☐ ☐ ☐ ☐  
 Have to work at an outside job during college? . . . . . ☐ ☐ ☐ ☐ ☐  
 Seek vocational counseling? . . . . . ☐ ☐ ☐ ☐ ☐  
 Seek individual counseling on personal problems? . . . . . ☐ ☐ ☐ ☐ ☐  
 Get a bachelor's degree (B.A., B.S., etc.)? . . . . . ☐ ☐ ☐ ☐ ☐  
 Participate in student protests or demonstrations? . . . . . ☐ ☐ ☐ ☐ ☐  
 Drop out of this college temporarily (exclude transferring)? . . . . . ☐ ☐ ☐ ☐ ☐  
 Drop out permanently (exclude transferring)? . . . . . ☐ ☐ ☐ ☐ ☐  
 Transfer to another college before graduating? . . . . . ☐ ☐ ☐ ☐ ☐  
 Be satisfied with your college? . . . . . ☐ ☐ ☐ ☐ ☐  
 Find a job after college in the field for which you were trained? . . . . . ☐ ☐ ☐ ☐ ☐  
 Get married while in college? (skip if married) . . . . . ☐ ☐ ☐ ☐ ☐  
 Get married within a year after college? (skip if married) . . . . . ☐ ☐ ☐ ☐ ☐

The Laboratory for Research on Higher Education at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their student bodies. If these studies involve collecting follow-up data, it is necessary for the institution to know the students' ID numbers so that follow-up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape? Yes ☐ No ☐

41. ☐ ☐ ☐ ☐ ☐ 46. ☐ ☐ ☐ ☐ ☐  
 42. ☐ ☐ ☐ ☐ ☐ 47. ☐ ☐ ☐ ☐ ☐  
 43. ☐ ☐ ☐ ☐ ☐ 48. ☐ ☐ ☐ ☐ ☐  
 44. ☐ ☐ ☐ ☐ ☐ 49. ☐ ☐ ☐ ☐ ☐  
 45. ☐ ☐ ☐ ☐ ☐ 50. ☐ ☐ ☐ ☐ ☐

THANK YOU

## APPENDIX B

### LIST OF COLLEGES INCLUDED IN ACE NORM GROUPS FOR PUBLIC (HIGH SELECTIVITY), AND PRIVATE (VERY HIGH SELECTIVITY), COLLEGES

#### Public Four-year Colleges High Selectivity (1,025 or more on SAT-V + SAT-M)

- |                           |                                     |
|---------------------------|-------------------------------------|
| 1. SUNY at Geneseo        | 5. US Military Academy              |
| 2. SUNY at Potsdam        | 6. US Naval Academy                 |
| 3. US Air Force Academy   | 7. University of Missouri--Rolla    |
| 4. US Coast Guard Academy | 8. Western Washington State College |

#### Private Four-year Colleges Very High Selectivity (1,175 or more on SAT-V + SAT-M)

- |                                 |  |
|---------------------------------|--|
| 1. Amherst College              | 15. Harvey Mudd College                  |
| 2. Bernard College              | 16. Mount Holyoke College                |
| 3. Bates College                | 17. Occidental College                   |
| 4. Bryn Mawr College            | 18. Reed College                         |
| 5. Carleton College             | 19. Smith College                        |
| 6. Claremont Men's College      | 20. Swathmore College                    |
| 7. Colgate University           | 21. Trinity College (CT)                 |
| 8. Colorado College             | 22. Union College                        |
| 9. Connecticut College          | 23. Washington & Lee University          |
| 10. Dartmouth College           | 24. Webb Institute of Naval Architecture |
| 11. Dickinson College           | 25. Wellesley College                    |
| 12. Franklin & Marshall College | 26. Wesleyan University                  |
| 13. Grinnell College            | 27. Williams College                     |
| 14. Hamilton College            | 28. Worcester Polytechnic Institute      |

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)  This report compares new cadets at USMA in the Class of 1985 with entering freshmen at institutions in the following norm groups: all four-year colleges, highly selective public four-year colleges, and very highly selective four-year private colleges. Data are presented on secondary school and socioeconomic backgrounds, values, interests, and activity patterns, and are based on the American Council on Education's yearly survey.		

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